International Perspectives

1. In which of the following topics do teachers around the world report a high level of need for more professional learning?

1. Teaching students with special learning needs.
2. Student discipline and behaviour problems
3. Instructional practices
4. Subject content in their field

All of the above.

2. What percentage of their time do teachers in other countries (not USA or Canada) spend teaching students, freeing the rest of their time for collaboration and planning?

a. 90%

b. 80%

c. 70%

d. 60%

3. When the world’s most improved school systems move from good to great, they emphasize:

a. Providing scaffolding and motivation for low-skill teachers and principals; getting all schools to minimum quality standards;

b. Raising the calibre of teachers and principals; school based decision making.

c. Data and accountability foundation; financial and organizational foundation and pedagogical foundation.

d. Cultivating peer-led learning for teachers and principals; system sponsored experimentation and innovation across schools.

Learning Insights

4. Of the following collaborative activities, which one did teachers report as least engaging?

a. Teachers meeting in teams to learn what is necessary to help their students achieve at higher levels.

b. School leaders and teachers sharing responsibility to achieve school goals.

c. Teachers observing each other in the classroom and providing feedback.

d. Teachers working with coaches. .

5. Of the four priorities for further professional development listed below, which one did teachers rank most often as the highest priority?

a. Content of the subject taught. 57%

b. Student discipline/classroom management 27%

c. Teaching students with special needs. 14%

d. Use of technology in instruction. 14%

Leadership Needs

6. According to recent research, the single most important determinant of whether a school can attract and keep the high-quality teachers necessary to turn around schools is:

a. Leadership opportunities.

b. Evaluation systems.

c. A good principal.

d. Professional Learning opportunities.

Sources:

Darling-Hammond, D., Wei, R.C., Andree, A., Richardson, N., and Orphanos, S. (2009) *Professional Learning in the learning profession: A status report* Oxford, OH

The Wallace Foundation, (2011), *Research Findings to support effective educational policies. A guide for policymakers* (2nd ed.) New York.